



Factor Affecting Secondary Education Level of the Girl Child in Gucha Sub-County, Kisii, Kenya

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Abstract

There are wide disparities between the proportion of men and women not only in higher education but also down to the elementary levels. Some researchers have found out that the percentage of women in higher education in Africa is less than 20 percent. In Nyanza province for instance, records have it that the student who scored plain A in Kenya Certificate of Secondary Education from Ogembo division was only one girl out of 268 students who sat for the examination in Gucha Sub county. Indeed, if this trend continues, there is fear that in future we may not be able to produce female students especially from rural areas joining professional courses such as Law, Pharmacy, and Engineering among others. The purpose of this study was to identify the factors that affect girls' secondary education achievement level and to establish the possible measure that would be taken in order to improve the girl-child education. The research question included-what factor affects the secondary education level of the girl child and what possible measures would be taken to improve the girl-child secondary education level. Both stratified and simple random sampling techniques were used to find out the sample for the study. Questionnaire was used to collect data and observation schedule of records in schools. Data collected was analysed by use of descriptive statistics and results presented in percentage means and frequency counts. Conclusions and recommendation were also made based on research findings.

Keywords: Girl child; Level of education; Factors; Gucha; Kisii county.

1. Introduction

1.1. Background of the Study

Education is the concern stone of socio-economic development and a key means of improving the welfare of individuals. According to the human capital theory, education leads to the acquisition of knowledge, skills and attitudes which leads to increased productivity (UNESCO, 2004).

Hence it is universally recognized as a form of investment in human beings, which yields economic benefits and contributes to a country future wealth by increasing the productivity capacity of its people. UNESCO (2004), defines education as the deployment of the means with which to train the individual for production, research and education. It can therefore be regarded as the reproduction of knowledge. In 1988, the World Bank noted that education is an intrinsic element of development process. In 1948, the universal declaration of human rights to education shall be free and compulsory in the elementary and fundamental stages. Technical and professional education shall be made generally available as higher education shall be equally accessible to all on the basis of merit because of this, during the 1960's education came to be regarded as a sort of intellectual yeast which would ferment and transform pre-industrial societies by promoting knowledge, skills and attitudes favourable to economic and social development. Despite the declaration of education as a basic human right and its growing demand everywhere in the world, both the boy child and the girl child have not had equal chances to access the same. In most cases the boy child has been overfavoured by among the other factors, the socio-cultural system and the resultant disadvantages have always been reaped by the girl child, evident by the number of women that compete with men in the development process. However, negative cultural practices, stigma, shame and unfriendly school environment still constitute to frustration of girl child education.

In Kenya, all and sundry have come of financially and morally in support of the girl child and in the higher levels affirmative action has been and still is the talk as the lobby for the girl child continues.

As one of the sub-county in Kenya, Gucha in Kisii County, the girl child's education has been poor and wanting with only a few girls compared to boys going through University as many more languish with the elementary education or nothing at all.

1.2. Statement of the Problem

Among the socio-economic forces that will determine the future program of developing countries especially in Kenya is education more particularly that of women. Education enables women to improve their management of the family environment, to raise the standard of living hygiene and family health and to effectively use available food for feeding the family. Women education is expected to lead to reduced child mortality and improved child health.

However, despite provision of free primary education, there is a disturbing truth that the girl child education, there is a disturbing effect that the still remains a major concern of Ministry of Education Everybody and even the media are agitating for more support to reduce the wide disparities between boy child and girl child education.

Like many areas in Kenya, Gucha sub-county has not been spared by the disparities hence the poor provision of education. This has been manifested by the presence of many girls of school going age at home during school time despite the provision of free primary education in the county. A large number of girls have ended up in towns to work as house helps (maids) and others are employed by wealthy people in rural areas house helps and many more though attend school but do not perform well as compared to boys for example out of – students who sat KCSE in – only-were girls and –results, out of –students who scored A,A-and B+. Only one was a girl. Under these circumstances, therefore, this study sought to find out the major factors contributing to the poor education standards of the girl child in Kisii county.

1.3. Objectives of the Study

The following were the objective of the study

- To identify factors affecting secondary level of the girl child?
- To establish possible measures to be taken in order to improve the girl child's secondary education

1.4. Research Questions

1. What are the factors that affect secondary education level of girl-child?
2. What measures would you take or recommended to improve the girl child's secondary education.

1.5. Scope of the Study

This study was conducted in Gucha sub county within Kisii County

1.6. Significant of the Study

The finding of this study will provide important information to various stakeholders in education as it will point out the factors contributing to poor education of the girl child. It will be useful for educational planners who may want to identify how they can improve the education of girl child will find this study resourceful because it highlighted various areas that can be considered for re-address.

The findings of the study will also be a source of reference for these interested in improving the secondary education of the girl-child. Further research in the education sector in general is likely to come up because of this research, as it may be an eye opener to the need of addressing most challenges in education.

The research may also add a lot of information to the existing knowledge about the girl child education.

1.7. Limitation of the Study

The study was confined in Gucha sub-county and therefore observation may not be a time reflection of all schools. The questionnaire might be ambiguous due to the teacher's inadequate experience. Another limitation of the questionnaire concerns the ceiling and floor efforts whereby the respondents might have given answers just to impress the researcher or give negative answers due to such factors as tribalism respectively.

1.8. Assumptions of the Study

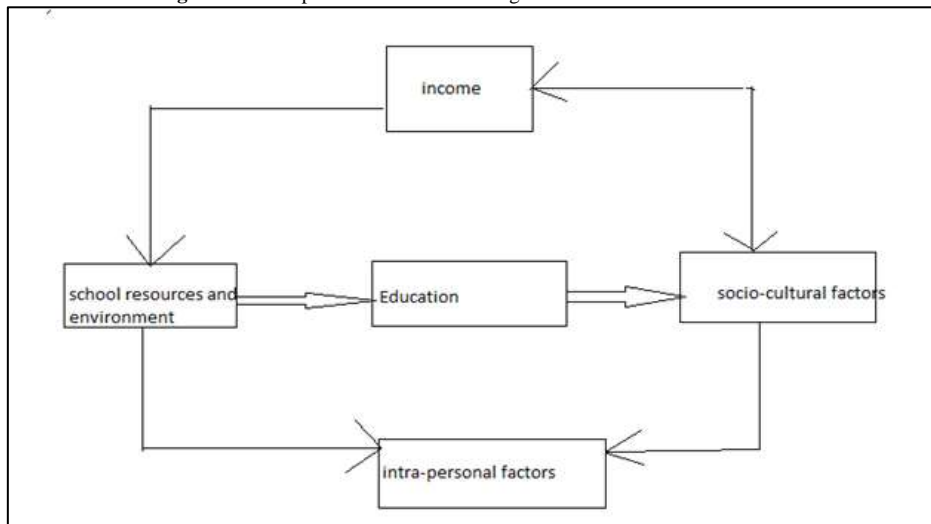
The following assumptions guided the study

1. That all girls have equal opportunity to attend school.
2. All girl's entry behaviour from primary to secondary schools was the same
3. Boy child and girl child are encouraged to attend school

1.9. Conceptual Framework

The conceptual framework was designed to demonstrate the factors affecting girl child education in Gucha sub-county.

Figure-1. Conceptual framework showing the factors that affect education



From the above figure, the education of the girl child is expected to be affected by socio-cultural factors such as deep-rooted religion, traditions and customs, parents, attitudes to girl's education, social class and family background among others. These factors are also related to education. At the same time, intra-personal factors were thought to emanate from the student and they include sex offences, truancy, strikes, drug abuses, smoking and alcohols, assaults and insults. School resources might have been inadequate and the environment included teachers, attitudes, salary, poor working conditions, boredom and intimidation, untrained teachers among others. However economic factors included poverty in the family and education may also be related to these factors and poor education leads to poverty (MOE, 2002).

2. Review of Related Literature

During the 1980's, Coombs (1984) reported that in low-income countries, the prevailing urban/rural education systems deprived a large majority of rural youngsters of even a fall primary education. Students of the poorest families in the rural areas and urban slums account for high figure on non-school goers and early drop out. The children were taught in a seamless web of [poverty in which their bleak educational resources were connected with the other afflictions of their existence, diseases, contaminated drinking water, hunger, high immorality rate and their families. Earlier on Coombs (1970) also identified another reason as that of untrained teachers especially in rural areas of Jamaica. He also noted that cultural reasons and deep-rooted religion also affected the education of girl-child. Girls were affected the education of girl-child not attended to. Girls were not treated equally to boys more so in Islamic societies such as Bangladesh.

According to UNESCO (1990) girls were held to be an economic asset in domestic pursuit than boys and from a younger age, the expenditure on girls' education was not visible. Due to this, some children had no choice but to work to help support their families or to support themselves. UNESCO (1990), also identified other factors as parental literacy, drug abuse and prostitution on the side of the girls as other factors affecting the girls education.

In their study "entitled educational destruction and reconstruction in disrupted societies, UNESCO (1990). Identified war as another factor affecting education of the girl child especially in war torn areas of Palestine and Vietnam. War led to school closure as collective punishment by the Israeli's repressive measures. This led to the arrest and deportation of students' family, and school closures. In addition, the spill over from war in Vietnam intensified the climate of insecurity and resulted in massive displacement of population and destruction of schools which affected education adversely.

Laurer (1998), also identified atmosphere or the environment of the school affects learning and performance. For instance students in high school classrooms attended more to their work when they perceive clear rules for behaviour and activities, teacher control of the class and the teacher support and innovation. He stated that the teacher should create a kind of atmosphere that is conducive to learning. In contrast, students in school with problems such as high teachers' turnover, low standard of vandalism perform well than those in schools without such problems. He also emphasized that in essence, some atmosphere are conducive to learning, some atmosphere are conducive to learning, some inhibit learning and some require the students to focus on surviving on merely getting through the institution with body and sanity intact, boredom and intimidation by teachers also matter.

On socio-cultural factors, Laurer (1998) observed that social class, family background and educational inequality also affect learning and performance of individual. Laurer (1998) noted that poverty in families tend to depress cognitive development. He further stated that children from poor families enter schools with an intellectual disadvantage caused by poor health care, parents who are manually involved with them few school opportunities, unsafe neighbourhood and some degree of malnourishment. He observed that the position of the family in the stratification system has a close relationship to the educational attainment of the children. Laura noted also that parental education attainment and parental influence and expectations, for children strongly affect children's educational aspirations and achievement. He stressed that socio-economic background affects a child at every point in academic career. Living with biological parents was important to the child's achievement. Children who lived

with single parent, or with step parent during adolescence received less encouragement and less help with school work and achievement than those living with both parents. Those with single parents, their grades are lower more because of father's absence than by mother's presence.

Laurer (1998), observed also that on socio-psychological factors, some attitudes contribute to educational progress. The attitude of parents towards school and school work affects their children performance. The attitude of teachers also contributes to educational problems. He pointed out that low salaries, inadequate resources and poor working conditions lead to some teachers to change profession. Others remain in teaching but they develop negative attitude about their work.

3. African Perspective

According to Eshiwani (1986) school environment students' deviant behaviours in learning affects their performance despite very strict school rules and regulations. He identified some of the deviant behaviour as sex offences, truancy, assault and insult, strike and drug abuse, smoking and alcohol. Eshiwani (1986) report that truancy includes returning day or weeks after school has resumed, learning school without authorization and dogging specific lesson periods, while assault and insult includes beating up junior students, frequent fighting, fighting members of staff and generally showing disrespectful behaviour, strikes includes demonstration against the poor quality of food, teachers inadequate buildings, school rules or high cost of books, avoiding examination and non-offering of some subjects at the certificate examinations. Eshiwani also talked of wickedness which included destruction of school property as a factor affecting performance of students in academics.

The other factors affecting academic performance of students according to Eshiwani (1986) included educational level, occupation and income of the family that affects students' academic work. The families with high socio-economic status prepare their children for school make adequately than those with low socio-economic status. This is true because the higher socio-economic status of families there is the value of education more than those with low status socio-economic status families (UNESCO, 1992a).

According to UNESCO (1992b), major constraints to women access to higher education in Africa included environmental factors and cultural. On cultural factor the report noted that in Africa girls are expected to assist their mothers with household chores and parents hardly bother about their education because they will not remain in the family. UNESCO (1992a), also reported that when parents are not educated the education of the girl child suffers. At the same time, on environmental factors, UNESCO noted that if what is taught in school is irrelevant to the daily life of the girl child, it introduces disturbances, lack of interest and final drop out UNESCO observed that teacher also discourage participation of girls in science and Africa for girls to emulate by the girls in secondary schools was a barrier that lead to negative attitude. That teachers are a great motivating factor or destabilizing factor and where they exhibit strong negative feeling towards gender, girls tend to underachieve in academics. The report also observed that girls drop out of secondary school was as a result of poor guidance and counselling, early marriage and early pregnancies. UNESCO (1992b), found out that in most African societies, girls are compelled to participate in the domestic and economic activities of the family to the detriment of their studies. As a result UNESCO report predicted that as the economic crisis of the African continent persists, these factors limiting the participation of females in education may grow stronger to their detriment.

In his work entitled "priority Research Themes on Female education in Africa" Hyde (1995), singles drop out of girls from school as a major problem in many countries in Africa. He noted that many countries are reasonably successful in enrolling children of both sexes in the first year of secondary schools, but girls leave at a more rapid rate than boys. Hyde (1995), also reported that travel to school, by adolescent girls, effectiveness in teaching and school policy on issues such as suspension, expulsion and quality of physical environment and relevance of the curriculum constituted some of the problem that affects girl child education. Hyde noted also that the quality and the type of instruction and the kind of encouragement given by teachers affected girl child education. He continues to cite the supply of instructional materials and the subject choices offered to female students that all lie under school quality and will influence the effectiveness of the teaching learning process that result in a certain level of achievement.

Hyde (1995), found out that enrolment, school availability and the actual opportunity cost of sending their daughters to school as other factors that hinders girl child education.

Okiji (1996), highlighted various reasons for low female performance in Nigeria schools as sex discrimination, religion, early marriages, pregnancies, financial reasons and poor performance. Sex discrimination was mainly cited by parents who believed that girls once married will benefit their husbands families. Okojie observed that pregnancies resulted from school mates, boyfriends, and teachers and after pregnancy the girls drop out of school on their own or being expelled by the school authorities.

According to UNESCO (1997), girl education in Sierra Leone was negatively affected by the civil wars. UNESCO noted that in one of the famous girls school (marford) students were forced by rebels to flee the school and take refuge in safer locations and some girls were abducted by their rebels and held hostage for almost two years.

In Tanzania, Benders and Mboya (1996) observed the courses of girl-child school dropout, were absenteeism and low performance as pregnancies, death of parents, distance from school, leisure from men, initiation ceremonies, drug abuse, lack of interest in education, refusal to listen to advice of teachers or non-adherence to school rules and parents low value of education. Benders and Mboya (1996), noted that one of the other main causes of low performance was poverty amongst families. This led to lack of school uniform and school fees. Once the girls are

idle at home, they end up being pregnant which comes due to economic needs and girls' attraction to own and material things.

According to FAWA (1994), school drop-out and girl-child pregnancy affect their performance in education. FAWA 1994 reported that about 3000 pupils got pregnant yearly in Tanzania and were expelled from school. Benders and Mboya (1996), talked of safety and security of girls in Tanzania secondary schools, due to lack of guidance and counselling and sexual harassment in school. They also found that most of the girls do not have any role model compared with boys. They also noted that there was low parental involvement for their children education in response to problems weak parental attitude towards education particularly not encouraging daughters to acquire a good education which is critical to learner performance. Most of these factors led to low academic performance of girls in other countries affect girls' education in Kenyan secondary school.

Mackenzie (1997), also found similar factor as those affecting girl child school drop-out. He also noted that poverty cause drop out for girls from schools especially at secondary level. He also observed that boys were given preference in families with limited resources. In some cases girl child are even married of so that parents get bride price to be used for paying fees for boys. Cases of forced early marriages are still practical widely especially in Kuria and Masai communities of Kenya.

Mackenzie (1997), noted that in mixed schools the environmental is hostile for girls because of harassment by boys and teachers. This also causes drop out.

Abagi (1997), conducted a study on households-based factors and determinants of school participation of girls in Kenya. He identified socio-cultural realities that affect girl child education because girls were bogged down with house hold chores. Parents socialized girls to master the skills of being a good wife, which made girls willing to withdraw from school to get married because they are made to believe that there is nothing to gain in school. There were also cases where girls struggled to prove to their boyfriends that they are fertile to involve in sex to prove be future good wives. Abagi (1997), found out that such girls are pushed out of school and only to be abandoned by chauvinistic boys and men. He also realised that the belief in sons justified and perspective by polygamy among communities from Siaya county. This traditional practice was found to be biased against girls. The number of female students dropping out of school has been a concern to the government. This required an investigation of the factors that prevent girls from completing secondary education. The literature reviewed revealed that the factors affecting the education of girls vary globally from religion to religion in both developed and developing countries. In most places socio-cultural factors featured prominently. In Kenya both socio-cultural and intra-personal factors have been seen to play leading role. However, very little research has been conducted to find out the factors that affect secondary education of the girl child, particularly in Gucha sub-county. It is on this premise that the study focuses on the factors affecting secondary level of education of girl child in Gucha sub-county. The study targeted secondary school girls. This literature review was relevant to this study because it helped the researcher to fill the gaps left by other researchers that did not touched the issue of the girl child's education in Gucha, Kisii County.

4. Research Methodology

4.1. Research Design

This study utilized survey design. Questionnaire and interview schedule were used for data collection. These were used to find out issues concerning girl-child education and dropout rate. According to Borg and Gall (1995) a descriptive survey is used in a preliminary and exploratory study to allow the researcher to collect information about the current status of the subject under study that is the problem of girl-child education in Gucha sub-county.

4.2. Study Location

The study was carried out in Gucha sub-county. The sub-county was earmarked for this study partly because no such study had been conducted within it since it was carved out of the larger county of Kisii a few years ago and partly because in the whole of Nyanza region, the sub-county academic performance was very low.

Geographically, the sub-county borders Kisii central to the North, Nyamira to the East, Transmara to the South, Homabay county to the North west of Migori county to the South west. Administratively, the sub-county has seven divisions, Nyamache, Nyacheki, Sameta, Etago, Ogembo, Nyamarambe and Kenyenyia. The county is mostly hilly with Sameta, Kegochi, Kiangongi, Igorera and Nyamweta as notable hills. It has an altitude of 1800m above sea level. The county has a highland equatorial climate and receives an average of over 1500mm of rainfall per year, which is reliable. Agriculture is the principle source of livelihood in the county. The high and reliable rainfall, coupled with moderate temperature is suitable for growing such crops as tea, coffee, bananas, maize, beans, finger millet, potatoes and pyrethrum. Despite all these potentialities, Gucha sub-county has very many poor families.

4.3. Study Population

The study had consisted of public secondary schools. On average each school had two streams of classes, each with 40 students and 1 teacher per class. Therefore, there were a total of 1200 form two students and 30 teachers.

4.4. Sample and Sample Techniques

The sampling unit was the school and saturated sampling was used for the head teachers of form two classes. Form two classes were preferred because by the time of this study, form one classes had just joined the school and was not likely to drop out, having been informed are expected to meet admission required and to pay adequate fees for admission. On the other hand, the form three and form four classes were already settled and preparing to

complete their studies. Therefore, form two students were ideal for this study because they were in not mature to take up secondary work in a serious note and were likely to be free in class than the form one.

The study used saturated techniques for teachers, head teachers and stratified random sampling technique for students. The sample, therefore consisted of 30 headteachers, 60 teachers and 1040 students.

4.5. Data Collection Instruments

The research instruments were teacher questionnaire, the head teachers interview and documentary analysis for form two students. The head teachers’ interviews schedule was used to collect data on students’ problems and parents. The interview ascertained collecting data on fees, health and academic work. Teachers questionnaire was used to collect information on students class attendance, class work and performance, while students questionnaire was used to gather information on the background of the students ,their problems in attending school, fees and parental attitude and view about education.

4.6. Data Analysis and Presentation

After data collection, it was analysed by use of quantitative techniques and qualitative methods that included descriptive statistical methods such as percentages, frequency and tabulation. The questionnaires and interview schedule were based on ;socio-cultural, illiteracy of parents, parents negative attitude ,domestic work, poverty among families; school ,lack of encouragement by teachers; lack of female role models; lack of counselling in schools, sexual harassment by male teachers, girls pregnancies, peer influence or bad company in school enrolments.

4.7. Socio-Cultural Factors

One of the objectives of the study was to find out if cultural factors affected girls education in Gucha sub-county. Table 1 displays the findings according to weighting with 1. Strongly agree, 2. Agree, 3. Neutral, 4. Disagree and 5. Strongly disagree.

Table-1. Favouritism of boys than girls by parents

Score	Frequency	Percentage
1	44	26.2
2	63	37.5
3	04	2.4
4	24	14.3
5	33	19.6
Total	168	100

From the data in table 2, it is evident that most respondent (63.7%) agreed and strongly agreed that in most families, parents still favour their boys education than that of the girls simply because girls are seen or expected to be married immediately. In other words, parents still believed that even if a girl is educated they benefit the husbands’ family more than their parents. Therefore, boys education was taken care of by parents as compared to girls education. However, 33.9% of the respondents disagreed with 19.6% of the strongly disagreed.

Table-2. Illiterate parents don’t value their girls education

Scores	Frequency	Percentage
1	52	31.0
2	68	40.4
3	00	0.0
4	40	23.8
5	08	4.8
Total	168	100

From table 2, majority of the girls 40.4% agreed that parents who are illiterate or have low literacy do not value their girls education and therefore do not support them adequately in their secondary education. Closely related to this are, the parents who had negative attitude towards education. (48.2%) of the girls strongly agreed with 30% agreeing that this indeed affect the girl-child’s education performance in secondary schools. While a positive attitude by parents towards education generally motivates the girls’ right from the family. This is even high of the parents are literate because they have already appreciated the value of education. Only 11.3% of the girls disagreed with 9.5% strongly disagreeing with the statement that parents negative attitude towards education affect girls performance in secondary schools weak parental attitude towards education discourages daughters’ to acquire a good education. This is evidence especially when parents do not visit schools to check their daughters’ performances but only do so in response to problems like disease outbreaks and strikes.

Table-3. Parents negative attitude towards education affect girls secondary education.

Score	Frequency	Percentage
1	81	48.2
2	47	30.0
3	21	12.5
4	03	1.8
5	16	9.5
Total	168	100

4.8. Extensive Poverty in the Family

The other item of investigation was poverty in the family. The students were asked to indicate how lack of resources and fees affect their schooling. The responses were shown in [table 4](#).

Table-4. Extensive family poverty

Score	Frequency	Percentage
1	35	20.8
2	36	21.4
3	45	26.8
4	32	19.1
5	20	11.9
Total	168	100

[Table 4](#) indicate that 42.2% of the girls agreed or strongly that the students from extensive poor families get affected in their academic performance .This is mainly because of the inadequate resources that should be distributed amongst the many students within the family. And if the family lacks food supply then one finds that whatever little finance available is often used to purchase food to feed the big family. This affects the girl child education to the extents of causing girl-child school dropout. Sometimes there is stiff competition within the families especially if it is a polygamous home so daughters from one wife (mother) do better than those from others. The father finds it hard to decide and help the fast learners as the slow learners either repeat or drop out of school.

4.8.1. Parent’s Ignorance about the Value of Girl Child Education

In some families, girl-child education has not given been recognition .Most of these parents are ignorant about the benefits of educating girls. The responses from the participants on this issue were as displayed in [table 5](#).

Table-5. Parents ignorance on value of girl child education

Score	Frequency	Percentage
1	52	31.0
2	60	35.7
3	20	11.9
4	24	14.3
5	12	7.1
Total	168	100

The problem of ignorance about the value of girl child education was exhibited by the parents. This is evident from [table 5](#) where 66.7% of the girls agreed that the ignorance of their parents negatively affects their education. This ignorance makes them insensitive to the needs of their daughters which may help them improve their academic performance. However, (21.4%) of the respondents disagreed as 11.9% of them remained neutral. Indeed, a part from the course books, students should have access to a number of other books particularly revision books and even books by other authors. They also need to share with other students from other schools through conferences, outgoing and fieldtrips. All these need parents who are informed.

4.8.2. Lack of Biological Parents

Being an orphan can be a major problem to girls. The respondents were asked to state their parents, position, whether alive, dead .The findings were summarized and presented in [table 6](#).

Table-6. Lack of biological parents

Score	Frequency	Percentage
1	40	23.8
2	57	33.9
3	12	7.1
4	27	16.1
5	32	19.1
Total	168	100

Lack of both biological parents may affect girls secondary education in terms of encouragement, and help in school work. This was supported by 57.7% of the respondents. In other words, living with biological parents is essential to the girl-child's achievement.

The biological parents freely encourage and help their students to achieve in schoolwork. However, 16.1% and 19.6% disagreed and strongly disagreed respectively with 7.1 % remained neutral about this factor.

4.8.3. Girls Assist Mothers with Domestic Work

In some families, the girl-child is expected to assist parents with domestic work from early age. This denies their opportunity to attend school. The participants were asked to respond to question on girl child assisting parents and not going to school. The results are displayed in [table 6](#)

Table-7. Girls attend to household chores instead of going to school

Score	Frequency	Percentage
1	36	21.4
2	28	16.6
3	12	7.1
4	12	7.1
5	40	23.8
Total	168	100

From [table 7](#) it can be seen that a total of 30.9% of the participants disagreed with the statement that in some families, girls are expected to assist their mothers with household chores and therefore remain at home and only go to school during examination times or fail to attend school. This may be so simply because now days most parents are rich, some are poor, illiterate or literate, both view education as an investment that should bring back goodies to both the individuals and the family and therefore girls assisting their mothers at home during school session is almost a rare happening. However, 21.4% of the girls (respondents) strongly agreed with another 16.1% agreeing that while some girls agreed that doing domestic chores made the fail to attend school and also perform poorly because of being more homebound especially in day schools. Another 7.1% of the participants did not agree or disagree.

4.8.4. Parents Negative Attitude towards Girl Child Education

The participants were asked to state if parental negative attitude affected their schooling at any time. The responses were as shown in [table 8](#) below

Table-8. Parents negative attitude towards the school

Score	Frequency	Percentage
1	60	35.7
2	48	28.6
3	17	10.5
4	23	13.7
5	20	11.9
Total	168	100

From the data in [table 8](#), 35.7% of respondents strongly agreed that parents with a negative attitude towards a school and school work affect their girls. Performance in education. The negative attitude poses a socio-psychological effect as it demoralises the girl towards hardworking there by causing underachievement in academics.

Parents with negative attitude not only affect the individual's girl child but also the whole schools performance as the school needs that are geared towards better results. Such parents may also be transferring their children (daughters) from school to school thereby destabilizing their consistency in performance. However, 25.6% of the respondents disagreed with the factors probably because some parents might have had a negative attitude towards a school but because it is the best school around (as in day schools) still encouraged their daughters to attend and work hard. 10.1% responded neutral.

4.8.5. Families and other Disasters in the Family

Question item 10 sought to find out other issues such as affecting girl-child school. Data was analysed and presented in [table 9](#).

Table-9. Famines and other disasters in the family

Score	Frequency	Percentage
1	32	19.0
2	52	33.0
3	24	14.3
4	28	16.7
5	32	19.0
Total	168	100

19% of the respondents strongly agreed with the statement and 31% also agreed that in famine stricken by famines and other disasters, girl’s performance dismally secondary education.

This is probably because whatever famine that may be available is mostly used to purchase food consumed by the family members. The little that may be left is adequate for school fees thereby all the time and this discourage them and resulting poor performance and eventually drop out, However,16.7% of the respondents disagreed while 19%strongly disagreed that famines in the family affect girls education in secondary schools, but 14.3% of the participants remained neutral.

4.8.6. Poor Health of Parents

The study also sought to find out from the participants if the parent’s poor health care affected girl-child education. The findings are as shown in [table 10](#)

Table-10. Poor healthcare of girl child

Score	Frequency	Percentage
1	64	38.1
2	56	33.3
3	07	4.2
4	21	12.5
5	20	11.9
Total	168	100

According to [table 10](#), strongly agree was the common answer (38.1%) to the statement that poor health care experienced in poor families affect girls education. At the same time 33.3% of the participants agreed with the factor, Poor health caused by poverty are actually experienced in many families. This makes the girl child to enter school with an intellectual disadvantage. To some extend poor health care also lead to drop out. The other respondents strongly disagreed 11.9% and 12.5% disagreed, but 4.2 remained neutral.

4.8.7. School Resources and Environment

In the case of availability of school resources and environment the item question sought to find out availability of classrooms, materials and teachers. The results were summarised and presented in the following [table 11](#).

Table-11. Unqualified or untrained teachers

Score	Frequency	Percentage
1	48	28.6
2	36	21.4
3	24	14.3
4	24	14.3
5	36	21.4
Total	168	100

On school resources and environment, 50% of the respondents agreed with some of them. Strongly agreeing that the secondary level of the girl child was greatly hampered by unqualified or untrained teachers and counsellors, However 12.3% of the respondents disagreed with 21.4%strongly agree with the factor because not all untrained teachers are bad, others are better than even trained and qualified teachers, but 14.3%remained neutral.

Table-12. Inadequate/lack of resources e.g. library, laboratories

Score	Frequency	Percentage
1	44	26.2
2	36	21.4
3	20	11.9
4	40	23.9
5	28	16.7
Total	168	100

It is evident from [table 12](#) that a number of secondary schools in the sub-county were not badly off in terms of school resources such as libraries and laboratories among others. This was so because only 47.6% accepted that lack of such resources led to poor performance of girls in sub-county that led to school drop- out. Most of these schools were private schools and others were new schools that did not have adequate resources 16.7% and 23.8% agreed and strongly disagreed respectively with the statement .This means that resources, therefore poor performance was not due to lack of resources.11.9% of the respondents remained neutral.

Teachers discouraging girls to attend school sexual harassment by male teachers and lack of female teachers to act as role model statement was analysed and the results were as indicated in [table 13](#) and [14](#).

Table-13. Sexual harassment by male teachers and boys

Score	Frequency	Percentage
1	100	59.5
2	25	14.9
3	25	14.9
4	05	3.0
5	13	
Total	168	100

[Table 13](#) indicates that 59.5% of respondent strongly agreed that education of girls in secondary schools was affected by sexual harassment from male teachers and boys. A total of 14.9% also agreed. It is surprising that this problem still happens in our schools. It is astonishing because in a school where male teachers have their students as girl friends, nothing much can be expected from the girl child as the teachers will never be serious to the girls in instilling to their proper ways of studying and growing up as morally upright people. Most of sexual harassed girls - end up dropping out of school due to pregnancies and even the harassment itself. The girl students are also sexually harassed by their boy counter parts especially in mixed schools. This has led to so many young girls dropping out of school to give birth in the village hence or stop to their education.However,7.7% of the participants strongly disagreed with this statement.

4.8.8. Lack of Teacher Support and Innovations

The other item question sought to establishthe support teacher give to girl to work hard and complete their education. The findings were summarised and presented in [table 14](#).

Table-14.

Score	Frequency	Percentage
1	52	26.8
2	84	32.7
3	17	10.1
4	03	16.7
5	12	13.7
Total	168	100

From [table 15](#), it is evident that most of participant strongly agreed that the girl child education in secondary school was affected by lack of teacher support and innovativeness.31% strongly agreed while 50%agreed with the statement. They noted that some teachers only come to school, attend their lessons and disappear to their businesses and other activities at the expense of the students. When the students need to consult them particularly after classes in the evening, most teachers are nowhere. On innovativeness, some of the teachers the allow students make notes without proper guidance or even teaching them. This is very dangerous especially in sciences, but at total of 8.9% disagreed while 10.1% remained.

4.8.9. Pregnancies of School Girls and Early Marriage

Pregnancies among school girls have always ted to girl child school drop out, which sometimes mark the end of their education. The participants responses on this item was as shown in [table 15](#).

Table-15. Girl child pregnancy and Early marriage

Score	Frequency	Percentage
1	111	66.1
2	37	22.0
3	3	1.8
4	14	8.3
5	3	1.8
Total	168	100

From [table 15](#) 66.1% and 22.0 % of the respondents strongly agreed and agreed respectively that pregnancies among secondary school girls have always led to these girls dropping out of schools and this has sometimes marked

the end of their education. Others have been able to leave school, go about and come back to school, especially in day schools, only to perform dismally in their education. This has been a big problem not only in Gucha sub-county, but also in most parts of rural area in Kenya. Only 1.8% of the respondents disagreed with the statement.

Table-16. Early marriages

Score	Frequency	Percentage
1	64	38.1
2	55	32.7
3	12	7.1
4	21	12.5
5	16	9.5
Total	168	100

Early marriages in some communities has been mainly caused by teenage pregnancies who after dropping out of schools find marriage to be the only way to comfort themselves, despite facing many problems that they face such as inadequacy of the necessities to enable them bring up their kids. Just like teenage pregnancies, early marriages more often than not mark the end of the girls secondary education and indeed even those who have gone back to school after marriages have ended up recording very poor academic performance .This is confirmed by more than 70.1% who agreed that early marriages among school girls affect their education. However, those who disagreed probably did so because there are few girls who after marriage may want to come back to school.

4.9. Peer Influence

The effect of peer influence mong girls in secondary school was also investigated. The students were asked to state if they have been affected by group/peer influence that interfered with their schooling. The responses were as shown in [table 17](#).

Table-17. bad Company leading to school drop out

Score	Frequency	Percentage
1	116	69.0
2	30	17.9
3	14	8.3
4	00	0.0
5	08	4.8
Total	168	100

Students who join bad groups in secondary schools such as those with deviant behaviours have often led to school dropout. This was confirmed by 86.9% of the participants who responded strongly agree and agree and shown in [table 17](#). Bad companies in secondary school associated with deviant behaviours such as: Truancy, assault, insults, strikes drug abuse, smoking, bad companies in schools. These have always led to multiple of other problems including destruction of school property hence affecting learning and the result is drop out among girls.

4.10. Economic Factors

Table-18. Students from poor families drop out of school early

Scores	Frequency	Percentage
1	35	20.8
2	40	23.8
3	08	4.8
4	45	26.8
5	40	23.8
Total	168	100

On economic factors, 44.6% of the respondents agreed with some of them strongly agreeing that students from poor families drop out of school early and this hinders the education of the girl child in Gucha subcounty. Poor families found it difficult to pay school fees for their daughters, as well as paying other school monies including development and examination fees. However, in schools where such students have been helped, their education has always continued hence no school dropout. Most of them received help consistency development fund (CDF).Hence 50.6% of the despondence disagreed with the statement but a few 4.8% failed to respond.

Table-19. Most girls drop out of school to work to support themselves and their families.

Score	Frequency	Percentage
1	28	16.7
2	40	23.8
3	21	12.5
4	55	32.7
5	28	16.7
Total	168	100

Out of those girls who drop out of school, only 40.5% probably drop out to support themselves and their families. Such occurrence happens especially when the parents (s) are deceased or when the parents have low opinion of the importance of education or the school where their daughters attend.

Otherwise most girls drop out of school due to other reason including parents' ignorance, parents' illiteracy, favourism towards the boys and pregnancies. Hence the 49.4% of the respondents that whether strongly disagreed or disagreed that girls drop out of school to work to support themselves and their families.

Table-20. Parents low occupational scale leaves chance for girls' complete secondary education

Score	Frequency	Percentage
1	22	13.1
2	60	35.7
3	11	6.5
4	42	25.0
5	33	19.6
Total	168	100

Table-21. Unavailability of jobs after school affects girls 'willingness to remain in school and work hard

Score	Frequency	Percentage
1	32	19.0
2	49	29.2
3	12	7.1
4	39	23.3
5	36	21.4
Total	168	100

Table-22. High fee charge by school

Score	Frequency	Percentage
1	57	33.9
2	60	35.7
3	07	4.2
4	32	19.1
5	12	7.1
Total	168	100

29.8% of the respondents agreed that this truancy caused by high cost of books and uniforms, affects the girls education in secondary schools. This is so because in some schools students are sent out of school till the objective of doing so is realized. This makes learning inconsistent hence affecting students' performance in other cases, this may lead to drop outs especially in families of low socio-economic status.

The same applied to high fees charges in secondary schools. 69.6% of the respondents attributed low academic performance to high school fees charged this is included a problem in most poor families and in some families hardly have girls gone past class eight. Sometimes poverty has motivated students from poor families to use any chance available to "steal" education but again they become demotivated by being sent away for schools all the time hence most of these drop out of school.

Table-23. Poverty in families leading to students 'negative attitude to education

Score	Frequency	Percentage
1	12	7.1
2	24	14.3
3	08	4.8
4	44	26.2
5	80	47.6
Total	168	100

26.2% of the respondents, however, disagreed with this factor probably depending on the families from which they come, table 4.2% of the respondents remained neutral and contrary to a belief held by many, Table 4.37 reveals that poverty in families does not always instil a negative attitude towards education by girl students. Mostly, the girls from their families always wish to move out of the menaces by use of education but only for them to be denied the opportunity by the high poverty levels. Otherwise they remain with positive attitude as most of them soon than later start to support their siblings in school once they get married and find a way of helping their families. This is true of the 73.8 % (26.2% plus 47.6%) of the respondents (table 23). In other words positive attitude is there but, only hopes that are minimised. However, 21.4 % (7.1+14.3) of the respondents agreed that poverty in families negates its attitude towards education of the girl children.

Table-24. inadequate food (caused by poverty) affecting girls education

Score	Frequency	Percentage
1	08	4.8
2	31	18.5
3	25	14.9
4	43	25.6
5	61	36.3
Total	168	100

5. Conclusion

Educational level of the girl child are multiple and sometimes complex but greater percentages go intra-perusal, socio-cultural and school resources and environment factors within the school and the community. The leading causes are intra-personal factors where by most of the respondents strongly agreed with others agreeing that the factors indeed affect the girl child’s secondary education in Ogembo division, Pregnancies, early marriages, over concentration on prefect ship and companies while in school. These cause absenteeism, dropouts and hence low performance.

Schools resources and environment factors followed and these include lack of poor guidance and counseling, sexual harassment by male teachers and boys (in mixed schools) lack of teachers support and innovativeness, inadequate physical facilities, strict school rules leading to strikes, discouragement by teachers to participate in sciences and untrained teachers among others agreeing and the remaining 20% disagreed.

Thirdly with socio-cultural factors the respondents strongly agreed, and others agreeing that they too affect the secondary level education of the girl children in Ogembo division these factors include extensive families,, illiterate parents are also bias towards the boy child by parents, ignorant about parenting, parents negative attitude towards the school and education and lack of biological parent(s) among others. However, some of the respondents agreed with economic factors with others disagreeing with the same factors. Although the sub county brags of good agricultural soil for tea and maize and therefore some parents are

From these observations therefore, a general conclusion derived that there was no specific group of factors that acts alone, but that most of the groups of factor act together though they vary from one girl child to another or from family depending on the background.

Recommendations

To combat all these factors that affect the secondary education of the girl child in Ogembo division and Gucha district at large, involves the transformation of not only the teachers, students and the parents but also the government in the direction of improving the situation. In view of the nature of Ogembo division, the researcher wishes to make the following recommendations.

- The education levels of parents (mothers and fathers) should be improved by the government through adult education programme during the times when these programme was fully operational, most parents realised the need to educate their daughters just like they educate their sons. Most parents in the current generation are slowly retrogressing to the old beliefs where people need to favour boys’ education than that of girls.
- At the same time, the parents should be target of having less children and recognizing that girls are as valuable as boys in the household.
- Parents should also reduce the time girls spend on gender related activities (household chores).This will enable the girl child to have adequate time to attend to her studies just as the boy child.
- Households should be empowered economically so as to able to increase expenditure in education in Ogembo division. This can be done by providing better prices to the agricultural produce from the area which include tea, coffee, maize and vegetables and fruits. In other words, Ogembo division relies heavily on agricultural activities and therefore by improving the prices for agricultural produce (especially tea) will go along to empowering the parents economically hence increasing education expenditure. This will also help parents in enrolling more daughters in secondary schools.
- Parents should also counsel and encourage their daughters to work hard in their studies. This includes meeting their daughters’ financial costs. Inadequacy of lack of this has sometimes lead to many failing into traps by unscrupulous men and boys who use money to woo them. Inaddition, the parents should also monitor their daughters’ schoolwork. Particularly instead of caring food during visting day parents should go ahead to observe the records in the examination departments to assess their daughters’ performance. This

will enable them to get the concrete feedback from teachers concerning their daughters schoolwork and possibly look for ways to improve the same.

- The government in conjunction with the parents should embark in improving the facilities and equipment and other learning materials in the schools. A part from economically empowering parents to achieve this the government should for instance have a programme to provide schools with books and basic laboratory equipment to all secondary schools in Kenya .For this programme to work well, the government should answer that all secondary schools are equipped to certain level at which, if supported a little but, they will become better off. This will ensure that epileptic” schools are closed down and only those with basic equipment’s are allowed to operate. This should be so because in Gucha district most secondary schools especially those started on the basis of clanism and other private schools teach students up to form four within having perform even one experiment in science based subjects.
- The government should also intensify the supervision of teaching in schools and adequate apply discipline to indiscipline teaching officers. This is so because in most cases, such teachers have escaped scot-free. Most girl students are continuously sexually harassed by their teachers but no discipline is applied. Others have dropped out of school due to pregnancies from teachers and their boy counterparts with perpetrators enjoying scot-free in the society, and in some schools, teachers don’t even show up in schools in time and the principals don’t query because the school below to the village and the teachers also come from the village. Therefore the quality assurance officers should not be offence bound but in the field to ensure smooth learning and teaching in schools. In addition the district education boards (DEB) should insure that only those school with adequate resources are actually registered .It also goals that cost private schools are connected to senior public officials who corrupt their ways to register their schools a situations that has actually killed educations in Gucha District.
- To promote both parents and students attitude towards educations, the government should provide employment opportunities to the youths especially those trained. Most trained youths in Kenya are not absorbed anywhere in the employment stream as the government either provides no jobs or is continuously recycling retired officers or using those employed in one sector to provide services to another different sector. Forinstance, we’ve seen teachers (even principals) talking jobs in the electoral commission of Kenya exercises, a thing that really the youths in schools towards working hard. If these could be given to secondary schools graduates let’s say those with C+ (plus) grade and above, It would encourage the girl children for instance to work land to obtain better grades.
- To combat the problem of sexual harassment of girls in schools by boys counterparts the government should provide more single schools(for girls)
- The government should also consider increasing scholarship for girls especially those from poverty strike families who are also bright. This will reduce drop outs due to lack of school fees. In addition education bursaries should be given to these people instead of giving to rich friends. This also calls for the government to monitor the distribution of these bursaries, which in most a time is given unscrupulously.
- At the same time, the should also continue improving facilities especially laboratories and libraries
- In additional to classrooms and other physical facilities. This has for a long time been the work of parents, but thanks to government the Constituency Development Fund (CDF) which is indeed helping in their. This will help girls to develop positive attitude towards sciences.
- The ongoing campaigns to promote girl child education should be intensified even more by the campaigners going to secondary schools to encourage the girls to work hard towards a better future.
- The government through the ministry of education should consider recruiting teachers specialized in guidance and counselling and even create such department in way secondary school. In other words such a department needs to be headed by a specialist who will devote time to attend to students’ problem. In most secondary schools (and even primary) such departments (if it exists) is headed by a teacher who is just like other teachers has a number of teaching lessons to attend. He or she has very little or no time to attend to student’s problems. Such a department if mannered well help girl students combat intra-personal factors that affect their secondary education such as prostitution, drug abuse, strikes, pregnancies, early marriages and assaults and insults in schools among others. Moreover, a lot of teachers who have gone back to colleges and universities to undertake such counsel as guidance and counselling but back at school, they are not even members of the guidance and counselling department. In other words schools should have guidance and counselling specialists who if they are teachers should handle few teaching lessons or none so as to have adequate time to guide and counsel the students especially girls students.
- Parental education through media campaigns, conference and community participation should be encouraged by all and sundry. Parents will be taught about the importance of education especially that of girls and even ways to improve such education this will reawaken their attitude and that of their daughters (and sons) towards the school and education at large.

Nevertheless, it is increasingly obvious that any long term solution to the problems of girls poor performance in education at any place at any time will require the collaborative efforts of parents,teachers,students,scholars,researchers,politicians,civil servants and other stakeholders to go beyond existing models of education policy and education policy analysis. Otherwise, nothing less than a wholesale re-examination and re-ordering of social and economic priorities giving women a girls education the emphasis it deserves, will bring the world in general and Gucha sub-county in particular to a socio-economic developed society with improved individuals ‘welfare.

However, this affirmative caution will affect the boy child who is yet to be researched because for a society to develop socially, economically and even politically, it requires the impact of other men and women who are well informed. Hence education is an all-important avenue to provide the public with survival skills and therefore all efforts should be made to make it accessible to all, both men and women.

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